



'NATURE IS PLEASED WITH SIMPLICITY' – Isaac Newton

**Star Kids Long
Day Care &
Preschool**

OCTOBER
2023



ON *this* MONTH

AT
Star Kids Long Day Care & Preschool

**National Nutrition Week
World Space Week
World Animal Day
World Teachers' Day
Family Engagement
Project Based Learning**



WORLD TEACHERS DAY – OCTOBER 27
World Teachers' Day Australia is an opportunity to celebrate, acknowledge and thank educators for the important role they play inside our classrooms and in the community.

This year's theme Teaching – where the future begins applauds the innovative and inspirational practices teachers use to help create better futures for their students.

National Nutrition Week



National Nutrition Week is an annual celebration that puts the spotlight on the importance of healthy eating and good nutrition. This year, we received great reading resources from Munch & Move. Educators also discussed about healthy eating with our children to develop their eating habit.



NUMBER LINE

You will need a number line (you can print it or draw one up yourself), magnetic numbers and a magnetic surface or your fridge.

This activity involves children **sorting numbers** along the number line. It is a great way for children to learn numbers, counting and develop early graphing skills. Sort each number to match the correct number on the number line. Point and counting each number on the number line. Talk about which numbers have the most numbers matching.

World Space Week



World Space Week is an international celebration of science and technology, and their contribution to the betterment of the human condition.

In our preschool, children participated in various creative activities to explore theme of space week. They made their own Rocketship, astronaut helmet, learnt about solar system, planets and more.

World Animal Day



World Animal Day is October 4th - World Animal Protection has put together a guide on the day's importance to help increase awareness for animal welfare. Our preschoolers rearrange their classroom for this significant day. They also joined in fun learning experiences to learn more about animal welfare through fun activities.

FOCUS: Stand back and avoid saying 'be careful!': how to help your child take risks at the park.

There is ongoing concern about the impact of “helicopter parenting” on children’s growth and development. Keen to ensure the best outcomes for their children, helicopter parents tend to hover over their kids, constantly trying to prevent misadventure or harm. But child experts say this can lead to a lack of resilience and tenacity in children. Children can also struggle with problem-solving and initiative.

How can we overcome this? We are educators who study risky environments. Our new research looks at parent’s perceptions of an outdoor play park. It shows how outdoor parks provide opportunities for children to engage in risky play and develop independence and problem-solving skills.

The importance of risk

Risk taking means engaging in any behaviour or activity with an uncertain physical, social, emotional, or financial outcome. Risk is an everyday part of life, from driving a car to buying a house at auction or climbing a ladder.

We cannot eliminate risk, so we need to learn how to navigate it. This means taking responsibility for assessing potential consequences and taking necessary precautions. For example, crossing the road carries risk, but we learn how to look for cars or cross at traffic lights if the road is very busy.

Recognising and appropriately responding to risk taking is an integral aspect of children’s growth and development. In 1998, US educator and wilderness guide Jeff Liddle observed risk was instrumental to lifelong learning.

Outdoor experiences are particularly good places to develop skills around risk because they are not a controlled environment. For example, no two trees are the same to climb and conditions can vary depending on the weather.

Our study

In a new study we surveyed parents and caregivers about children’s risk taking in the Boongaree nature play park in Berry, New South Wales.

The park includes fixed equipment such as slides and climbing ropes as well as natural elements such as water, stone, timber, sand and greenery. We chose Boongaree after it became the focus of media and social media debate due to a spate of injuries, including broken bones. The Daily Mail suggested it was Australia’s “most dangerous playground”. Following community concerns, the park’s tunnel slide was replaced in May this year with another slide with less “momentum”.

Over multiple visits to the park in June 2023, we recruited 302 adults to complete a survey about their children’s park use. We then followed up with a closed Facebook group of 56 parents from the same group.

The benefits of risk

We asked parents to share their views about the park and they told us risky park play had many benefits. These included allowing children to:

be challenged and solve problems, connect to the outdoors, direct their own play, be physically active, be creative and curious, demonstrate confidence and independence and, build social capacity, by sharing equipment and taking turns.

How to support your child in outdoor, risky play

So next time you go to the park, how can you support your child to take appropriate risks? Here are some tips, based on our work on children, risk and outdoor play:

Start with a positive mindset: playgrounds are designed to develop physical and social skills. So be prepared for your child to try new things at the park (rather than just play it safe with the same old equipment).

Be ready to support – and to stand back: there are times when it is best to stand back and let children experience the equipment or the area for themselves. There are others where parents are needed. So, keep a monitoring eye on things. But don’t assume you will be helping all the time.

Language matters: try to steer away from language such as “be careful”. This can set children up to be afraid of a situation. Reframe your language to something more supportive, such as “is there a stronger piece of wood to put your foot on?” or “have you seen the hole over there?” You could also say something like, “look around, do you want to explore left or right?”. This prompts your child to think about the best approach for them and builds self-confidence and problem-solving skills.

Give useful advice: help children with specific guidance on how to use equipment safely. For example, when climbing you could say, “use three points of contact, two hands and one foot on that ladder”.

Let the child decide: allow your child to decide what pieces of equipment they use and how far they climb. Do not push them to complete activities they are not comfortable with. And by the same token, intervene only when the equipment is clearly above their skill development level.

Have fun: show excitement, join in the imaginative games and reinforce the message that it is acceptable to say no or yes to challenge – both choices are OK!



Family Engagement & Project Based Learning:

In the month of October, children explored various fun facts about transportation. They also made some great art & craft vehicles to contribute into the project. Children worked collaboratively and cooperatively with each other. We also invited one of our parents who is a driving instructor taught our children about road safety rules we must follow.

Project Based Learning



PLAY OUTSIDE MORE

Talking about sustainability with kids is incredibly important to do. However, it can be really tricky to know where to start. First, we need to help our kids understand what sustainability is. While a broad concept, sustainability basically boils down to understanding the impact that we have on the earth, and what we leave for future generations. We know that sustainability can encompass several things, from recycling to gardening, and in being resourceful with products and items that we use. We can teach these to our children through hands-on activities and by involving them in acting sustainably as well!!

This month its very simple, the weather is warming up and the days are getting longer. We challenge you to play outside more. This simple activity goes a long way in teaching sustainability. Sharing in and appreciating a love of the outdoors will inspire kids to care for the earth.





Literacy

“Being literate is the capacity, confidence, and disposition to use language in all its forms through written, oral, visual and auditory. Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, listening, viewing, composing, reading and writing. Active listening and a strong foundation of oral language is a key to ongoing and lasting literacy learning. Children enjoy and learn from different texts. Contemporary texts include electronic and print-based media. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy.” Belonging, Being and Becoming: The Early Years Learning Framework.

Experiences in early childhood settings build on the range of experiences with language, literacy and numeracy that children have within their families and communities.

Literacy education within an Early Years setting looks like: Conversations with peers and educators, sociodramatic play, reading a variety of books, singing and chanting rhymes, jingles and songs, creative arts, expressing feelings, using technology, pre-writing skills writing, playdough and science experiments just to name a few.

If you would like more information on our literacy program, please speak to your child's room leader.

National Quality Framework | Quality Area 1:
Educational Program and Practice 1.1 The educational program enhances each child's learning and development.

1.2 Educators facilitate and extend each child's learning and development.

Australian Government Department of Education (2022). [Belonging, Being and Becoming: The Early Years Learning Framework For Australia- V2.0](#)



Ball Throw

Short simple activities to get some active minutes in the day.

This one is very simple all you need is a ball for each person playing and a space outside. The ball can be any size (fun shaped balls work too). Mark a line as a starting point, everyone playing stands on the line with a ball. You say 1,2,3 throw. Everybody throws as far as they can, you run and pick up your ball and run back to the line. It's a very simple game but it does encourage movement and throwing skills.

For older children mark a starting spot (A) and then mark a second spot 5m away (B). One person stands at spot (A) and throws the ball they then see how many runs they can get by running between spot (A) and (B) before the ball is returned to the starting spot. Rotate throwers and see who can get the most runs.